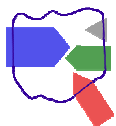


Enhancing Student Outcomes



"The Colors" – Blue & the 3 Stress Behaviors

THINK they can
TRUST us
Products & Services

FEEL we CARE
about them
People & Processes

Invitations "Into the Blue"

Directive Approach with "GRAY"

Say what you think is best
...Be concise
...Deal with the facts
Give them directives
(Begin with action verbs)
...Minimum gestures
...Even tone of voice
Avoid (1) Questions
(2) Small talk
(3) Emotions
Assume responsibility

What you do

Supportive Approach with "GREEN"

Affirm their decisions
...Support their suggestions
...Ask for thoughts, feelings

Suggest options

Foster togetherness
...Reassure them you'll help
...Recognize their feelings
...Convey acceptance
(even if you don't agree)

What you do

Participative Approach with "RED"

Let them define the pace
Take notes
Avoid arguing
Apologize when appropriate

Wait for a response
Ask open-ended questions
Let vent without interruption

Take a deep breath
("DOGS!" / "Go to balcony")

EXAMPLE KEY 1ST WORDS

- "Tell me what your problem is."
- "Answer each of my questions."
- "Recall what when wrong."
- "Explain to me ..."

Use your energy to energize them.

EXAMPLE KEY 1ST WORDS

- "I'm here to help you..."
- "It's no bother, how can I help?"
- "We can work together to..."
- "Your wellbeing is important."

They want to know you care.

EXAMPLE KEY 1ST WORDS

- "What is the problem?"
- "What options can we consider?"
- "Is there anything else I should know about this?"

They need to vent!

STAY BLUE: a balanced problem solver with options; confident & caring.

AVOIDER			SAFETY-SEEKER			CONTROLLER		
POSITION:	"I lose" / "You lose"		POSITION:	"I lose" / "You win"		POSITION:	"I win" / "You lose"	
WORDS:	"It doesn't matter." "What's the use?"		WORDS:	"Sorry to bother you, but..." "Oh, I should have..."		WORDS:	"Why can't you..." "You guys are..."	
VISUALLY:	No energy, sad-sack Indifferent		VISUALLY:	Uncomfortable, anxious Nervous		VISUALLY:	Blustery, rigid, aggressive Sarcastic	
REACTION:	Freeze, give up, GNW		REACTION:	Flight, give in, too nice, GAF		REACTION:	Fight, attack, blame, GRO	
STRENGTH	WARNING SIGNAL	OVER-EXTENDED	STRENGTH	WARNING SIGNAL	OVER-EXTENDED	STRENGTH	WARNING SIGNAL	OVER-EXTENDED
methodical	plodding	rigid	people-oriented	gives in	dependent	assertive	aggressive	coercive
quiet	reserved	withdrawn	trusting	acquiescent	gullible	competitive	argumentative	combative
reflective	vacillating	out of touch	helpful	indulgent	patronizing	results-oriented	controlling	demanding
inner-directed	loner	reclusive	sensitive	submissive	passive	leader	domineering	driving
tolerant	"whatever"	"who cares"	loyal	devoted	loses self	confident	cocky	arrogant

IN OUR STRENGTHS ARE THE SEEDS OF OUR WEAKNESSES. Stress invites a person's strengths to become overextended. Then, my "intent" (what I mean) no longer matches my "style" (how people perceive me).

Overview

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"Parachutes"

In emergencies, this is a positive escalation to closure while maintaining everyone's dignity.

PARACHUTE #1: “____, I’m here to give you my best. If you’re interested, that’s great. If not, I understand.”

PARACHUTE #2: “____, what I care about most is that you get what you need. Will you give me a chance?”

BACK-UP PARACHUTE: “Seems like we need help to get this resolved, _____. Do you want to wait while I talk with _____, or shall I have _____ get back to you? Which do you prefer?”

4 Steps to Enhance Student Outcomes

STEP 1. Preparing My Head - *Preparing to be a professionally balanced and caring problem-solver*

- ✓ Preparing to stay “blue” and to meet “the colors.”
- ✓ Deciding not to take anything personally (even when I may be the “target”).
- ✓ Replacing negative self-talk with positive alternatives (think the way I want to feel & behave).

Negative Self-Talk	Positive Alternative

STEP 2. Connecting Well – *Establishing proper control and rapport*

- ✓ Displaying professional body language and tone of voice—present, caring and confident.
- ✓ Thinking of the student as a person, not an “it.”
- ✓ Being professional by establishing caring control – using a “verbal handshake.”
- ✓ Using an invitation (directive, supportive, participative) when a person is stressed.

STEP 3. Listening & Supporting - *Being a balanced and caring problem-solver with options*

- ✓ Listening to understand (asking open-ended questions, suspending judgment).
 - ✓ Joining the person in their thinking (acknowledging, rephrasing and summarizing).
 - ✓ Speaking to be understood—supporting the student.
 - ✓ NOP: **N**eeds / **O**ptions / **P**roblem-solving.
- SINCERELY CARL*

STEP 4. Closing Well – *Sincerely caring*

1. **THINK** of the student as a person, not an “it.”
 2. **CHECK** the student’s perception of things.
 - Am I satisfied with their satisfaction?
 - Or do I need to bring them to a state of acceptable dis-satisfaction?
 3. **ASSURE** them you have heard them and want to help.
 4. **CONNECT** yourself to their future:
 - “If you need anything else, don’t hesitate to ask us.”
 - “If a problem develops, will you call me?”
 5. **CLOSE SINCERELY** with a “thank you.”
- But we all know w
—and when it’s m***

SINCERELY CARING
*It's hidden.
 It's not measurable.
 But we all know when it's there
 —and when it's missing!*